



UNIVERSITY OF
REGINA

mâmahokamâtowin:
**Our Work, Our People,
Our Communities**

Strategic Plan 2009 – 2014

July, 2009

mâmahohkamâtowin is a Cree word meaning "co-operation; working together towards common goals".

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EXECUTIVE SUMMARY

Soon after taking up her post at the University of Regina in 2008, President Vianne Timmons announced that a new strategic plan was needed to succeed *Building on Progress: The Plan for 2004-2009*. In October 2008, the University's Board of Governors approved terms of reference for a strategic planning process. A facilitation team was formed and prepared to gather information and input from stakeholders. Consultations were launched in January 2009. More than 100 meetings were held with faculty, staff, students, alumni, retirees, administrators, government officials, professional organizations, and educational partners.

Information gathered in these consultations, as well as that gleaned from more than 40 written submissions and more than 1,100 responses to a series of online surveys, resulted in the creation of this strategic plan. The plan was approved by the University's Board of Governors on July 16, 2009.

The planning consultations revealed a deep, widespread commitment to the future success of the University of Regina. They also revealed a call for greater engagement, an openness to change, a realization that our size is an asset, and a conviction that sustainability, in the broadest sense, needs to be a major emphasis of the University. As a result, revised vision, values, and mission statements are part of the strategic plan.

The goals and objectives that form the action elements of *mâdawohkamâtowin: Our Work, Our People, Our Communities* are organized under three headings: Our Work, Our People, and Our Communities.

A new Saskatchewan - new in a cultural, economic, and demographic sense - is coming into being. As we work together towards the common goals of *mâdawohkamâtowin: Our Work, Our People, Our Communities*, we will position the University of Regina at the centre of this new Saskatchewan, rooted in and responding to the needs and aspirations of our students, our people and our communities and reaching out to the world around us.

THEMES, VISION, VALUES AND MISSION

Overarching themes

The University of Regina is open to change, whether that change is in curricula or the way that members of the university community interact with one another and with the communities around the University. The University's size is an asset. Though the University of Regina is large enough to offer a comprehensive array of programs, it remains compact enough to be nimble and responsive to change. And in order to succeed, the University must be selective in the programs it offers.

Engagement is crucial: the University needs to work not only at engaging the city, the province's communities, and the world in what it is doing, but also at engaging among ourselves to promote the best interests of students and the University as a whole.

Sustainability must be emphasized in all aspects of the University of Regina's activities. Members of the university community need to embody it in the way we live and work on campus. As part of our contribution to society, we also need to evaluate and critique the cluster of issues around sustainability.

Our vision

The University of Regina is a welcoming, student-focused institution that combines deep-rooted values with innovative thinking, classroom theory with real-world practice, and global ideas with regional needs. We aspire to be one of Canada's best comprehensive universities.

Our values

- We are a scholarly community engaged with many other communities. The members of our community are our defining resource. Our treatment of each other is principled and respectful.
- We are a learning community. We value interaction between faculty members and students as the fundamental activity of the academy. We acknowledge the diversity of learning styles and needs of our students. We aim to be accessible to all who can learn with us.
- We have a driving urge to know the unknown. Our investigation of and reflection upon varied intellectual pursuits is fundamental to us. We engage our students in these endeavours.
- We balance our duty to academic integrity with our commitment to academic freedom in our work and interactions.
- We employ our expertise to serve each other and society. We illuminate socially relevant problems. The knowledge we generate enriches the community.
- We are legitimately concerned with all aspects of our world. We are a bridge and an interpreter between our communities, other peoples, and other nations.
- We are accountable for our performance to each other, our students, our alumni, and the public.

Our mission

The University of Regina

- Provides high quality, accessible education that prepares learners for productive and creative lives

- Produces innovative research and scholarship to expand human knowledge and support social, environmental, and economic development
- Embraces diversity
- Responds to the needs of Saskatchewan peoples, particularly First Nations and Métis peoples
- Engages with and serves communities, local, provincial, and beyond
- Strives for and promotes sustainability and efficiency
- Offers a welcoming, rewarding study and work environment that fosters creativity, engagement, continuous learning, and the opportunity to succeed
- Recognizes the historic values and cultures of Saskatchewan while preparing for a prosperous and significant future

A. OUR WORK: TEACHING, RESEARCH, AND PUBLIC SERVICE¹

A1 – Promote and reward the pursuit of excellence in teaching, research, and public service. Make the University widely known for excellence in all its activities.

Our future depends on a reputation for the excellence of our teaching, research, scholarly publication, public service, and administration. The pursuit of excellence must underlie and inform everything we do. We will focus on the recruitment and retention of excellent faculty, staff, and administrators. We will seek to make the University an employer of choice. We will reward achievements, and we will make them widely known.

A2 – Reaffirm our historic commitment to the liberal arts and sciences.

Our history is rooted in a range of core offerings in the liberal arts and sciences. We reaffirm our commitment to the value of this historic core. To serve our students well, we will, in partnership with the federated colleges, determine how a liberal education can best be conceived in light of current and future student needs and how it can, where appropriate, be better integrated into pre-professional and professional curricula.

A3 – Align our array of program offerings to respond to the needs and interests of current and prospective students.

Under the leadership of the Faculty Councils and Deans' Council, we will collegially discuss and develop terms of reference by which our academic programs are evaluated. We will then review all academic programs, undergraduate and graduate. Consulting with the appropriate academic bodies, we will together determine how our array of program offerings should be altered to

¹ Goals have been numbered for ease of reference. The numbers do not reflect an order of priority.

respond to the needs and interests of current and prospective students. We will act expeditiously on those determinations.

We will promote experiential and service learning for all students, and will build on our historic strength in cooperative education. We will use resources effectively through cross-disciplinarity, and through careful program and credit articulation with other educational institutions. Reviewing our existing strengths in internationalization as well as areas of new opportunity, we will also implement an internationalization strategy.

A4 – Enhance the University’s distinctive programming and research profile. Capitalize on our research successes to benefit the institution, researchers, and our students.

Over the past decade we have seen in our University the emergence of areas of research excellence, innovative professional and applied programs, and productive collaborations with other institutions. Examples of distinctive programming and collaboration include the graduate school of public policy, a joint initiative with the University of Saskatchewan; our leadership in petroleum engineering and research into carbon capture and storage, with industry and government as our partners; and the planned new program in nursing education with SIAST and First Nations University of Canada. These illustrate what we can accomplish when we identify a need and move nimbly to address it.

Continuing to support the initiatives, new projects, and partnerships that have generated these successes, we will develop and capitalize on our established and distinctive research accomplishments as a means of meeting the needs of students and society, and of raising the University’s profile in research and scholarship. We will renew the University’s strategic research plan. We will also continue to support appropriate commercialization of our research for the long-term benefit of the institution, researchers, and our students.

A5 – Make the University a leader in environmental responsibility. Put sustainability at the core of our teaching, research, and campus life.

We will promote sustainability in the way that we work and live on our campus, and will seek to minimize our impact on the environment. Wherever appropriate, we will address issues of sustainability in our curricula, and emphasize them in our research, public service, and administrative practices. In the broad context of climate change and human health, we will examine our operations in order to reduce our consumption of energy and our campus’s impact on the environment. In this same context we will evaluate all campus development, our approach to transportation and parking, and our place in Wascana Centre and the City of Regina.

A6 – Take a programmatic approach to distributed teaching and learning.

We have both a responsibility and an opportunity to provide education for those who, owing to distance or work and family responsibilities, are unable to come to our campus. As the province’s Technology Enhanced Learning program is re-evaluated, we will build on existing strengths and work with the University of Saskatchewan, SIAST, the regional colleges and other partners to provide a coherent suite of distributed courses and programs using appropriate technologies, such as podcasts and forms of social networking. Given that such technologies provide increasingly popular alternatives for both on-campus students and adult learners, we will explore the implications of this popularity for our approach to course delivery and the provision of student and employee services.

B. OUR PEOPLE: ENGAGEMENT, DIVERSITY, SUCCESS, AND ESTEEM

B1 – Build long-term relationships with First Nations and Métis communities.

The wellbeing of First Nations and Métis peoples is fundamental to the future of Saskatchewan. To ensure we are fulfilling our obligations to them, we must engage systematically and in new ways with First Nations and Métis communities. We will therefore listen to, learn from, and work with First Nations and Métis peoples and our colleagues at First Nations University of Canada and the Gabriel Dumont Institute as we develop a comprehensive plan to build long-term relationships, address the needs of First Nations and Métis learners, and reflect their cultures across program areas and campus life. We will prepare *all* our students to live in a Saskatchewan where First Nations and Métis peoples achieve their rightful place in society and the economy, and where their cultures are celebrated.

B2 – Make the transition into university seamless; enhance accessibility and flexibility; expand early-awareness and transitional programming; and ensure that appropriate supports are in place for students with special needs.

We lose too many students during their first year. Other potential learners never realize their intellectual potential because of social and economic disadvantage, or simple lack of information. We will invest in early-awareness and transitional programming to stem the loss of capable students who need assistance and encouragement to succeed here.

We will work with SIAST, universities, school divisions and other educational partners to enhance the ability of students to pursue their academic and vocational goals by making transitions among our programs transparent and flexible. We will promote our pre-professional programs. We will streamline our application and admissions processes.

We will ensure that appropriate supports are in place for students with special needs.

B3 – Improve the university experience for students, promote their wellbeing, and foster a stronger campus community and spirit. Provide more scholarship and bursary support, and allocate the funding necessary to attract and retain highly qualified graduate students.

Though we have a safe and beautiful campus, we need to make it a still more welcoming and vibrant place, a place where people want to spend more time. We will improve the availability of gathering places on campus. We will place a premium on service interaction with students and community members that is helpful, cheerful, prompt, accessible, and efficient. We will provide more on-campus housing, and will improve the quality of our food services. We will re-examine our hours of operation as well as the services we provide to students and visitors during evenings and weekends. We will promote co-curricular activities, including recreation and athletics. Showcasing their achievements, we will engage with our alumni in new ways. We will promote students' wellbeing while respecting their autonomy and individuality.

We will increase the amount of scholarship and bursary funding available to our students. In particular, to strengthen graduate education and research, we will find funding sufficient to enable us to compete for and retain highly qualified graduate students.

B4 – Increase our administrative efficiency and enhance productivity.

Even a middle-sized university like ours is a complex organization. Federal and provincial reporting and audit requirements, workplace safety regulations, and a host of other obligations to external funding agencies create considerable administrative demands. Internal processes such as the review of proposed new academic programs can also require disproportionate time and effort.

Whether they are carried out centrally or within academic units, our administrative processes must serve and respect our core mission of teaching, research, and public service. We will therefore routinely review our administrative processes, policies, and practices to ensure they are efficient, meet our requirements, and do not unnecessarily hinder the productivity of faculty and staff. We will invest in appropriate technology to increase efficiency and enhance productivity.

New processes have been put in place to review non-academic units. The units will be reviewed on a regular basis. If such reviews point to problems, changes will follow.

B5 – On a foundation of positive and open employee relations, provide freedom and opportunity for faculty and staff to excel, be esteemed, and be recognized.

Open, harmonious relations among administration, faculty, and staff are essential to our success. In the interests of the communities we serve, the Faculty Association, APT, CUPE and management should work together to ensure that positive employee relations characterize our University. We will seek collectively to build a culture of openness and trust in which all who work for the University have the opportunity to excel in their careers, be valued for their contributions, and be recognized for their successes.

B6 – Continue to build a friendly, diverse, safe, and welcoming campus that respects work-life balance and pays particular attention to the marginalized, the vulnerable, people with disabilities, and the disadvantaged.

Much of the University's success depends not just on our sense of being individually valued, but also on our daily experience of a workplace that is friendly, that celebrates diversity, embraces many cultures, and embodies tolerance and respect. We will take measurable steps to enhance those aspects of campus life, and will promote a healthy work-life balance for all who work and study here. We will strive to create a representative workforce. We will recognize the particular needs of minorities and people with disabilities. We will work to ensure that the University is a safe, welcoming place for sexual minority and gender variant staff and students.

C. OUR COMMUNITIES: PRESENCE AND PARTNERSHIPS

C1 – Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research, and administration.

We must address our visibility and reputation. While we have much to offer students and staff, as a young institution we are too often viewed in our home province as a university for the Regina region only. Nationally, though we are known for areas of excellence, our institutional quality remains largely unrecognized.

We will take immediate steps to address these problems by working with guidance counsellors and school principals to recruit more Regina and Saskatchewan students, including the highly accomplished. We will find new means of engaging with and addressing the needs of Saskatchewan cities, towns, and rural and northern communities. We will also find ways to make the campus easier for visitors to navigate.

As we launch the institution’s new “brand,” we will build on the Strategic Enrolment Management work done over the past two years and implement a comprehensive marketing and student recruitment strategy. We will raise our national and international profile by focusing on our pursuit of excellence in teaching, research, and administration.

C2 – Enhance collaboration with and among First Nations University of Canada, Campion and Luther Colleges, the Institut français, and the Gabriel Dumont Institute.

Our strengths include the learning environments of our federated colleges, and our connections through the Institut français and the Gabriel Dumont Institute to the francophone and Métis communities. We will build on these relationships so as to engage with and meet the needs of the larger community, strengthen our commitment to the liberal arts and sciences, and attract First Nations and Métis, francophone and international students, including international Aboriginal students.

C3 – Foster educational, research, and human resource development partnerships with other educational entities, businesses, professions and community groups.

With other educational entities, businesses, and professional and community groups, we will foster partnerships in education, research, and human resource development. Our objectives for such partnerships include increased local knowledge, investment in the local community, development of a shared vision, and capacity-building for social inclusion and sustainability. The partnerships may lead to joint institutes, sharing of faculty, researchers, and staff, and other areas of cooperation. Learning from such partnerships, we will find new ways to open the University to the community.

We will take our knowledge and capabilities to the community, working with organizations that desire to partner with us to advance their missions and ours collaboratively and effectively. We will continue to present topical insights to the general public and will explore the potential of social networking and other new means of providing access to the expertise of our faculty and staff.

D. SUMMARY OF GOALS AND OBJECTIVES

A. Our work: teaching, research, and public service

- **A1 – Promote and reward the pursuit of excellence in teaching, research, public service, and administration. Make the University widely known for excellence.**

- A1.1 Develop and implement strategies to promote and reward excellence.
- A1.2 Recruit and retain excellent faculty, staff, and administrators. Make the University an employer of choice.
- A1.3 Publicize the successes of the University widely and consistently.

- **A2 – Reaffirm our historic commitment to the liberal arts and sciences.**
 - A2.1 In partnership with the federated colleges, review the ways in which a liberal education can best meet the needs of today’s and tomorrow’s students. Revise programs and curricula to reflect the review findings.
 - A2.2 Explore how core offerings can be better integrated into the curricula of pre-professional and professional programs.

- **A3 – Align our array of program offerings to respond to the needs and interests of current and prospective students.**
 - A3.1 Develop terms of reference by which our academic programs are evaluated.
 - A3.2 Review all academic programs to ensure they meet the needs and interests of today’s and tomorrow’s students. Alter programs and curricula where appropriate.
 - A3.3 Promote experiential and service learning for all students. Build on our historic strength in cooperative education.
 - A3.4 Review existing strengths in internationalization. Evaluate geographic areas of new opportunity, and implement an internationalization strategy.
 - A3.5 Benefit students with cross-disciplinary programming and program/credit articulation with other institutions.

- **A4 – Enhance the University’s distinctive programming and research profile. Capitalize on research successes to benefit the institution, researchers, and our students.**
 - A4.1 Provide support for the development of recognized areas of research excellence, innovative programming, and collaboration with other institutions.
 - A4.2 Raise the University’s research and scholarship profile.
 - A4.3 Renew the University’s strategic research plan.
 - A4.4 Support appropriate commercialization of our research for the long-term benefit of the institution, researchers, and our students.

- **A5 – Make the University a leader in environmental responsibility. Put sustainability at the core of our teaching, research, and campus life.**
 - A5.1 Promote sustainability in the way that we work and live on our campus.
 - A5.2 Wherever appropriate, address issues of sustainability in our curricula, and emphasize them in our research and public service.

- A5.3 Co-ordinate initiatives to reduce our consumption of energy and our campus's impact on the environment.
- A5.4 In the context of environmental responsibility, evaluate all campus development, as well as our place in Wascana Centre and the City of Regina.
- **A6 – Take a programmatic approach to distributed teaching and learning.**
 - A6.1 Working with the University of Saskatchewan, SIAST, the regional colleges and other partners, provide a coherent suite of distributed courses and academic programs using appropriate technologies.
 - A6.2 Consider new technologies in our approach to on-campus course delivery and the provision of student and employee services.

B. Our people: engagement, diversity, success, and esteem

- **B1 – Build long-term relationships with First Nations and Métis communities.**
 - B1.1 Working collaboratively with First Nations and Métis communities, develop a comprehensive plan to build long-term relationships, to address First Nations and Métis peoples' needs, and to reflect their cultures across program areas and campus life.
 - B1.2 Prepare *all* our students to live in a Saskatchewan where First Nations and Métis peoples achieve their rightful place in society and the economy, and where their cultures are celebrated.
- **B2 – Make the transition into university seamless; enhance accessibility and flexibility; expand early-awareness and transitional programming; and ensure that appropriate supports are in place for students with special needs.**
 - B2.1 Invest in early-awareness and transitional programming to stem the loss of capable students.
 - B2.2 Work with SIAST, school divisions, and other educational partners to make transitions among our programs transparent and flexible.
 - B2.3 Streamline our application and admissions processes in order to support the transition to university.
 - B2.4 Promote our pre-professional programs.
 - B2.5 Provide appropriate supports to students with special needs.
- **B3 – Improve the university experience for students, and foster a stronger campus community and spirit. Provide more scholarship and bursary support. Increase the amount of funding available to both undergraduate and graduate students.**
 - B3.1 Emphasize excellent, prompt service interaction with students.

- B3.2 Foster a campus community that is cheerful and welcoming.
 - B3.3 Endeavour to provide more on-campus housing.
 - B3.4 Re-examine hours of operation and our services to students and visitors during evenings and weekends.
 - B3.5 Increase alumni engagement.
 - B3.6 Increase scholarship and bursary funding available to our students.
 - B3.7 Strengthen graduate education and research by allocating funding sufficient to attract and retain highly qualified graduate students.
 - B3.8 Increase participation in recreation and athletics.
 - B3.9 Improve the quality of our food services.
 - B3.10 Improve the availability and attractiveness of campus gathering places.
- **B4 – Increase our administrative efficiency and enhance productivity.**
 - B4.1 Promote a culture of administrative excellence by striving to improve the efficiency of administrative processes. Review processes to ensure that they support our core mission of teaching, research, and public service. Change or eliminate them if they do not.
 - B4.2 Invest in appropriate technology to support the core mission.
 - B4.3 Initiate an external review of our organizational structure to determine whether the structure is suited to our needs. If it is not, change it.
- **B5 – On a foundation of positive and open employee relations, provide freedom and opportunity for faculty and staff to grow, excel, and be esteemed and recognized.**
 - B5.1 Work collectively to improve the bonds between administration, faculty and staff.
 - B5.2 Build a culture of openness and trust in which all who work for the University have the opportunity to excel in their careers, be valued for their contributions, and be recognized for their successes.
- **B6 – Continue to build a friendly, diverse, safe, and tolerant campus. Respect work-life balance and pay particular attention to the marginalized, the vulnerable, and the disadvantaged.**
 - B6.1 Take measurable steps to build a campus environment that is friendly, that celebrates diversity, and that embodies tolerance and respect.
 - B6.2 Promote a healthy work-life balance for all who work and study here.
 - B6.3 Recognize and address the particular needs of minorities.
 - B6.4 Make the University a safe and welcoming place for sexual minority and gender variant staff and students.
 - B6.5 Build a representative workforce.

C. Our communities: presence and partnerships

- **C1 – Raise the profile and increase the presence of the University regionally, nationally, and internationally. Promote community involvement of University personnel by redoubling our efforts to showcase the pursuit of excellence in teaching, research, and administration.**
 - C1.1 Work with guidance counsellors and school principals to recruit more Regina and Saskatchewan students, including the highly accomplished.
 - C1.2 Engage with and address the needs of Saskatchewan cities, towns, and rural and northern communities.
 - C1.3 Using the institution’s new brand, build on the strategic enrolment management work done over the past two years to implement a comprehensive marketing and student recruitment strategy.
 - C1.4 Raise our profile by focusing on our successes in teaching and research, and promote community involvement of University personnel on the basis of these successes.
 - C1.5 Make our campus easier for visitors to navigate.

- **C2 – Enhance collaboration with and between First Nations University of Canada, Campion and Luther Colleges, the Institut français, and the Gabriel Dumont Institute.**
 - C2.1 Through relationship building, engage with and meet the diverse needs of the larger community.
 - C2.2 With on-campus partners, collaboratively develop strategies to attract First Nations and Métis, francophone, and international students, including international Aboriginal students.

- **C3 – Engage in educational, research, and human resource development partnerships with other educational entities, businesses, professions, and community groups.**
 - C3.1 Foster partnerships in education, research, and human resource development with other educational entities, local and regional businesses, professions, and community groups with the objectives of increased local knowledge, more investment in the local community, development of a shared vision, and capacity-building for social inclusion and sustainability.
 - C3.2 Through these partnerships, develop joint institutes, share faculty, researchers, and staff, and develop other areas of cooperation.
 - C3.3 Expand activities that make our expertise available to the public at large.

CONCLUSION

A new Saskatchewan - new in a cultural, economic, and demographic sense - is coming into being. As we work together towards the common goals of *mâmahowkamâtowin: Our Work, Our People, Our Communities*, we will position the University of Regina at the centre of this new Saskatchewan, rooted in and responding to the needs and aspirations of our students, our people and our communities and reaching out to the world around us.